

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Union Elementary School District

CDS Code: 10623566007025

School Year: 2026-27

LEA contact information:

Annette S. Machado

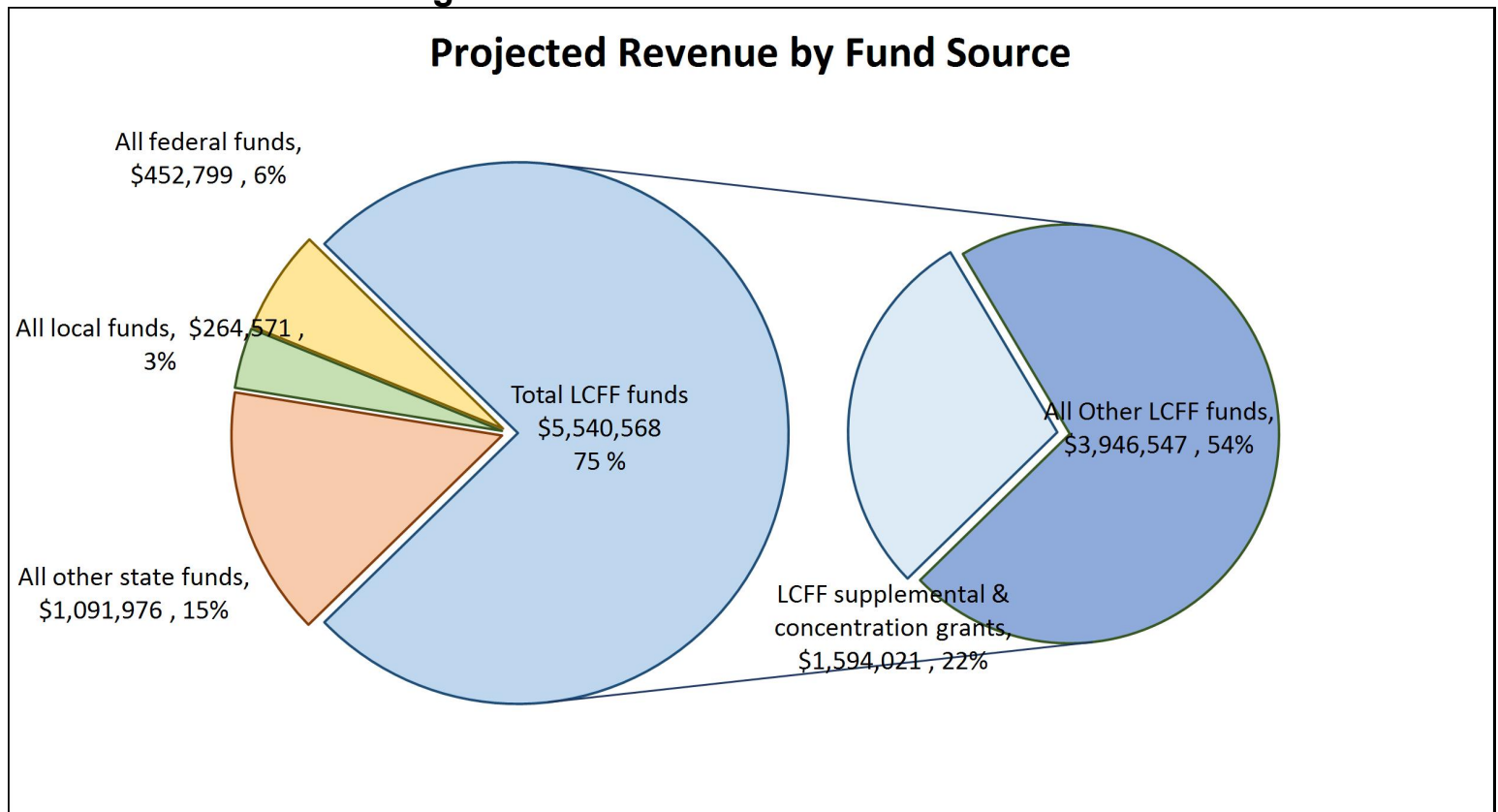
Superintendent/Principal

amachado@puschool.org

(559) 834-2533

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

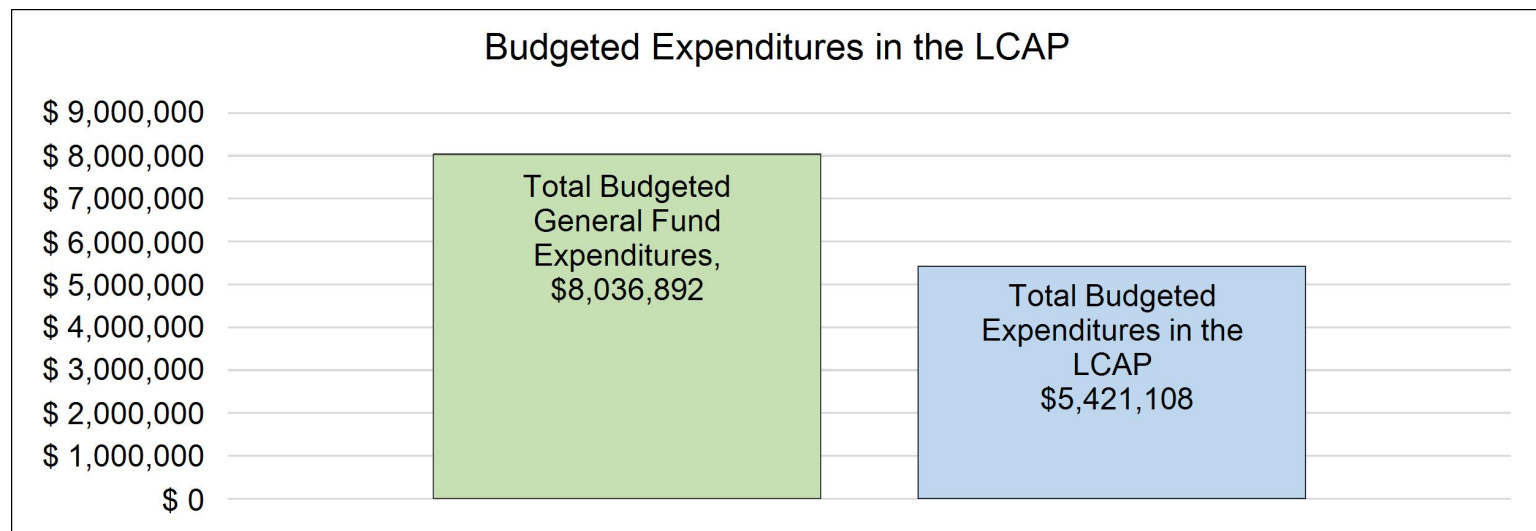


This chart shows the total general purpose revenue Pacific Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Union Elementary School District is \$7,349,914, of which \$5,540,568 is Local Control Funding Formula (LCFF), \$1,091,976 is other state funds, \$264,571 is local funds, and \$452,799 is federal funds. Of the \$5,540,568 in LCFF Funds, \$1,594,021 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Union Elementary School District plans to spend \$8,036,892 for the 2026-27 school year. Of that amount, \$5,421,108 is tied to actions/services in the LCAP and \$2,615,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

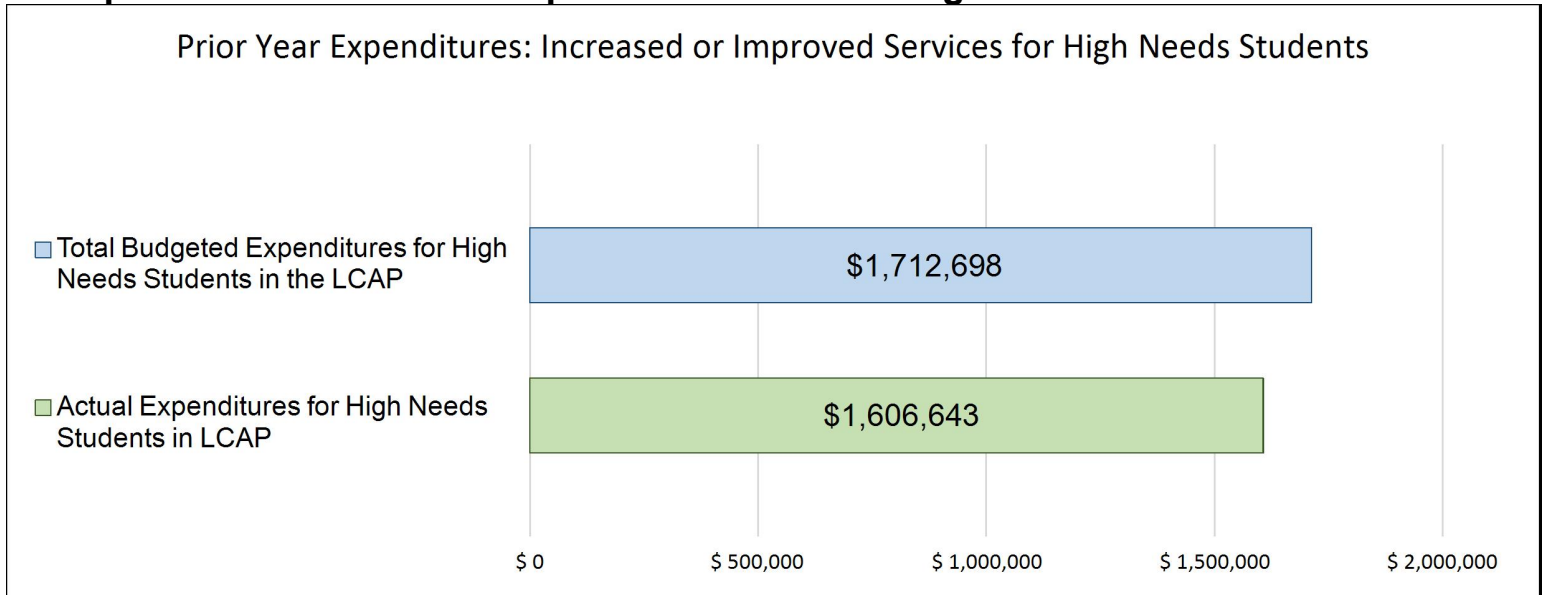
General fund expenditures not included in the LCAP include the LCFF Base grant used for general administration and special education.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pacific Union Elementary School District is projecting it will receive \$1,594,021 based on the enrollment of Foster Youth, English learner, and low-income students. Pacific Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Union Elementary School District plans to spend \$1,710,313 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Pacific Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Pacific Union Elementary School District's LCAP budgeted \$1,712,698 for planned actions to increase or improve services for high needs students. Pacific Union Elementary School District actually spent \$1,606,643 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$106,055 had the following impact on Pacific Union Elementary School District's ability to increase or improve services for high needs students:

All actions and services were carried out as planned. There were no negative impacts on services for high needs students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Union Elementary School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Pacific Union serves 328 students in grades TK-8. The unduplicated population is 89.9%. English learners make up 54.9% of the population. 89.9% of the students are low-income. 0.3% of students are foster youth. Due to the small number of Foster Youth students that we serve, the data for these students will not be provided in the metrics contained in the plan in order to protect the privacy of these students. Pacific Union Elementary School District is a 22 square-mile rural district. The safety of students and staff is a high priority. Pacific Union provides a safe and secure environment with locked gates during and after school hours, and security cameras on campus and on buses. Teachers receive training annually on Mandated Reporting, Sexual Harassment, Diversity and Equity, Bullying, Online Safety, Active Shooter, Human Trafficking, Youth Suicide, and medical conditions such as Seizures through Keenan Safe Schools. Each year Pacific Union updates its teacher training to include all required training topics. Pacific Union's monthly Social-Emotional Learning themes help students improve their mental health through learning activities about topics such as growth mindset, self-confidence, mindfulness, tolerance, and community. Pacific Union continues to improve 21st century skills with the student-to-device ratio of 1:1 in grades TK-8. Students receive additional educational experience outside the classroom through two grade-level field trips each year. Pacific Union's Expanded Learning Opportunities Program provides an afterschool program for all students, including low-income, English learners, and foster youth with enrichment activities and homework assistance. Pacific Union provides opportunities for parent/guardian/community engagement through school functions, i.e., Back to School Night, Parent-Teacher Conferences, Spring Carnival, Halloween Parade, Parent Workshops, Open House, Oral Interpretation, Spring Concert, etc.

Pacific Union is a TK-8 school and the following metrics do not apply: A-G, CTE Completion, AP, EAP, High School Dropout, and Graduation Rates

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Pacific Union has identified the following areas of success using the most current state and local data available including the 2025 Dashboard, local assessment data, educational partner feedback, the self-reflection tool, and local indicator data:

Goal 1 Successes and Needs:

CAASPP ELA:

37.44% of all students in grades 3-8 and 37.82% of low income students in grades 3-8 met or exceeded standard. However, only 22.22% of English learner students and 29.41% of long-term English learner students met or exceeded standard.

CAASPP Math:

38.99% of all students in grades 3-8 and 32.83% of low income students in grades 3-8 met or exceeded standard. However, only 26.32% of English learner students and 29.41% of long-term English learner students met or exceeded standard.

CAST:

31.43% of all students in grades 5 and 8 in grades 5 and 8 met or exceeded standard in Science on the CAST. However, only 3.57% of English learner students in grades 5 and 8 and 28.07% of low income students met or exceeded standard in Science on the CAST.

English learner students making progress toward English language proficiency:

27.5% of English learner students are making progress toward English language proficiency as evidence by ELPAC data. This is a 17% decrease compared to prior year. 15 English learners are identified as LTEL (long-term English learner, 6+ years)

Goal 1, Actions 2, 3, 4, 5, 6, 7, and 8 have been written to address these performance gaps for English learners and long-term English learners.

Improved CAASPP ELA Met or Exceeded Standard:

22.22% of English learners in grades 3-8 met or exceeded standard in English Language Arts on the CAASPP Smarter Balanced Assessment. That is a 1.43% increase from the previous year. Long-term English learners in grades 3-8 increased with 29.41% met or exceeded Standard. This is a 10.66% increase from the previous year.

Improved CAASPP Math Met or Exceeded Standard:

38.99% of all students in grades 3-8, 26.32% of low English learner students in grades 3-8, and 32.83% of low income students met or exceeded standard in Math on the CAASPP Smarter Balances Assessment. All of these student groups showed increased achievement. Long-term English learners showed the most growth with 29.41% met or exceeded standard in Math. This is a 16.91% percent increase.

Improved CAASPP Math Distance from Level 3

All students: 8.4 points

English learners: 19.5 points

Low-income students: 8 points

Long-term English learners: 43.1 points

Students with disabilities: 30.4 points

Improved California Science Test (CAST) Percentage Met or Exceeded Standard:

31.43% of all students in grades 5 and 8 and 28.07% of low income students in grades 5 and 8 met or exceeded standard on the California Science Test. Both of these student groups showed increased achievement.

English learner students meeting reclassification:

8.9% of English learner students met reclassification criteria in 2024-25 as evidenced by CALPADS EOY 3. This is a 1.1% increase compared to the prior year. Pacific Union plans to continue professional development for English language development, in order to continue to build on the success of English learners' progress toward reclassification.

Goal 1, Actions 2, 3, 4, 5, 6, 7, and 8 had a positive impact and resulted in the improvements listed above.

Goal 2 Successes and Needs:

Suspension Rate:

According to the Dashboard, 7.3% of all students, 5.4% of English learners, and 7.4% of our low-income students were suspended.

Although there are no performance gaps between all students and student group, all students groups had an increase in suspensions.

Chronic Absenteeism:

According to the Dashboard, 18.1% of our low-income students are chronically absent, compared to 17.1% of all students and 11.8% of English learners. All student groups had decreased chronic absenteeism.

Goal 2, Actions 1, 3, 5, 6, and 7 have been written to address these performance gaps for low income students.

Facilities maintained in good repair: All facilities are in good repair and have not received any instances where Pacific Union did not meet good repair - 3-Year Desired Outcome Met

Seek parent input & promote parental participation in programs for English learner, low-income, and foster youth students (Parental Involvement and Family Engagement Self Reflection Tool):

Rated at Full Implementation and Sustainability - 3-Year Desired Outcome Met

100% of students have access to a broad course of study - 3-Year Desired Outcome Met

Goal 3 Successes:

Implementation of standards, including ELD standards: Rated at Full Implementation & Sustainability - 3-Year Desired Outcome Met

Teachers are fully credentialed (Preliminary or Clear):
100%

Access to standards aligned instructional materials:
100% - 3-Year Desired Outcome Met

Pacific Union did not receive the lowest performance level on any state or local indicators on the 2023 Dashboard.

Pacific Union does not have any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Pacific Union has \$517,304 in unexpended LREBG funds for the 2026-27 school year which can be found in Goal 1, Actions 5, 7, and 8. Our needs assessment substantiated findings from the 2024 Dashboard related to English Language Arts and Mathematics. A review of state and local data, including CAASPP, CAST, and ELPAC revealed significant needs among English learners. In response Goal 1, Actions 5, 7, and 8 focus on increasing professional development and ELD interventions needed to help English learners make academic progress. The actions align with allowable fund uses in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of the following evidence-based learning supports: tutoring or other one-on-one or small group learning supports provided by certificated or classified staff; learning recovery programs, and materials designed to accelerate pupil academic proficiency or English language proficiency; supporting expanded learning opportunity program services; and providing professional development and coaching on the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Pacific Union is eligible for differentiated assistance for our LTEL students, students with disabilities, and white students in the following areas:

2024 Dashboard

-LTEL: Chronic Absenteeism, Suspension Rate, and Mathematics

-Students with Disabilities: Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics

-White Students: Chronic Absenteeism and Suspension Rate

2025 Dashboard

-White Students: Chronic Absenteeism and Suspension Rate

The DA team has met two times this year to articulate the problem of practice, do a data dive, and identify root causes. Through analysis of state and local data the team has decided to focus on our at-risk LTEL students in grades 4-6. Under Goal 1, Actions 5 and 7 include the increased professional development and ELD interventions needed to help English learners, including At-Risk LTELs, make academic progress. The next steps in our Sprint include research, generating change ideas, and planning for the improvement journey. Our improvement team will include the Superintendent, Learning Director, Vice Principal, 1 primary teacher, and 1 upper grade teacher.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Certificated Bargaining Unit	November 17, 2025: Teacher LCAP and Dashboard information meeting January 12, 2026: Dashboard Data Meeting March 23, 2026: Teacher Dashboard and Accountability information meeting April 13 - 24, 2026: Certificated LCAP Survey May 4, 2026: Teacher LCAP feedback meeting Topics discussed: Metrics, Actions, Dashboard Progress, Expenditures, professional development, instructional materials. Feedback from teachers: Teachers appreciated the ELD coaching and PL sessions, felt it was beneficial, and would like to it to continue next school year. Feedback also included a need for writing and Science professional learning.
Administrators, including the principal.	We had 9 meetings with administrators, including the principal, on the following dates: September 5, 2025: LCAP Meeting September 12, 2025: Budget/LCAP Meeting October 10, 2025: Budget/LCAP Meeting November 14, 2025: Budget/LCAP Meeting January 16, 2026: Budget/LCAP Meeting February 13, 2026: Budget/LCAP Meeting March 13, 2026: Budget/LCAP Meeting

Educational Partner(s)	Process for Engagement
	April 10, 2026: Budget/LCAP Meeting May 22, 2026: Budget/LCAP Meeting Topics discusses: Actions, Metrics, Estimated Actual Expenditures, classified staffing placement/needs, program effectiveness, Educational Partner feedback Feedback from administrators: continued need to retain instructional aids, increase SEL activities, and increase ELD and Science instruction; they are pleased with the state assessment test scores and would like to continue offering incentives to encourage student participation and performance during state testing Location: Administration Office
Other School Personnel Pacific Union does not have a Classified Union.	April 13 - 24, 2026: Classified LCAP Survey A classified survey was given to all classified staff on March 13, 2026. Surveys were collected until March 24, 2026. Extra copies were available upon request. Topics included in survey feedback: training, safety, communication, and tools necessary to complete daytime duties. Feedback from other school personnel: appreciation for CPR training, overall satisfaction with communication between administration and classified staff, and all classified feel safe on campus.
SELPA	September 11, 2025 October 14, 2025 November 12, 2025 January 20, 2026 February, 19, 2026 March 12, 2026 April 16, 2026 May 12, 2026 Topics discussed: Educational partners, student IEPs, state testing, accountability

Educational Partner(s)	Process for Engagement
	Location: Zoom
Parents	April 13 - 24, 2026: Parent/Community LCAP Survey in English and Spanish A parent survey was sent home to each family on April 13, 2026. Surveys were collected until May 5, 2026. Extra copies were available upon request. The survey was also sent out via Parent Square. Topics included in survey feedback: academics, digital literacy, and school climate. Feedback from parents included: need for increased computer science and digital citizenship, increased accountability for student behavior, and increased homework assistance.
Students	April 20 - May 1, 2026: Student LCAP Survey A student survey was given to every student in grades 3rd-8th via Google Forms. Students in grades TK-2nd discussed the survey as a class. Each TK-2nd grade teacher submitted a summary of the discussion with feedback. Topics included in survey feedback: Learning, school facilities, discipline, and safety. Feedback from students included: students love being at school with their friends, love the food at breakfast and lunch, enjoyed the field trips, students feel safe at school but need for help with homework.
Parent Advisory Committee (PAC), which includes two middle school students	March 5, 2026: Presentation of the LCAP Mid-Year Report May 21, 2026: Presentation of the LCAP Topics discussed: a draft of the 2026-2027 LCAP was presented. There were no questions submitted from the PAC. However, if there were questions they would have been given to the Superintendent who would have responded in writing.

Educational Partner(s)	Process for Engagement
	Location: School Library
English Learner Parent Advisory Committee (DELAC)	May 21, 2026: Presentation of the LCAP Topics discussed: a draft of the 2026-2027 LCAP was presented. There were no questions submitted from the DELAC. However, if there were questions they would have been given to the Superintendent who would have responded in writing.
Mid-Year Report Presentation to governing board	February 10, 2026: LCAP Mid-Year Report was presented at the board meeting to the governing board and public.
Public Hearing	May 26, 2026: The LCAP draft was presented at the board meeting to the governing board and the public. There were no comments from the public. Location: School Cafeteria
Public Comment	May 26 - June 30, 2026: The district solicited feedback from the public by providing copies of the LCAP draft along with a feedback form in the main office. Educational partners were encouraged to pick up a copy and leave feedback utilizing the feedback form.
Budget Adoption, LCAP Adoption, and Local Indicator Report to governing board	The governing board adopted the LCAP at a public meeting held on June 30, 2026. In conjunction with the LCAP, the governing board adopted the budget on June 30, 2026. The governing board was also provided with the Local Indicator Report at this same meeting. (will edit) Location: Cafeteria

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Input from the educational partner groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable information regarding the needs and services for all students, including how to increase and improve services for our English learner, low-income, and foster youth students. Information was gathered through online surveys and written surveys distributed schoolwide in English and Spanish, educational partner meetings, teachers' meetings, and district board meetings.

Pacific Union prioritized the feedback, consultation, and input from educational partner groups, including the DELAC and PAC, described in the prompt above when completing this year's plan. Specifically, Pacific Union will continue to expand and deepen academic and enrichment supports to ensure all students, particularly English learners and those from low-income families, thrive. Under Goal 1, we will maintain daily

after school and intersession programs that provide increased homework support and enrichment activities, continue targeted instruction in ELA, science, and ELD, bolster reading intervention, science, writing, and English Language Development through ongoing professional development, and offer enriching field-trips to extend learning beyond the classroom. In support of students' social-emotional well-being (Goal 2), consistent discipline and behavior supports will remain in place, while parents and guardians will benefit from enhanced communication via texts, calls, paper notices, and website updates, and students will continue to enjoy robust music, athletics, and club offerings. To advance STEM learning (Goal 3), we will continue to increase hands-on materials and supplemental resources, improve computer science and digital literacy, while expanding technology access, including educational apps and programs, so every student has the tools they need to succeed.

Teachers valued the ELD coaching and professional learning sessions and requested that they continue next year. They also identified a need for additional professional learning in writing and science. Administrators recommended retaining instructional aides, expanding social-emotional learning activities, and increasing ELD and science instruction. They were pleased with state assessment results and supported continuing incentives to encourage student participation and performance during testing. Classified staff appreciated the CPR training, reported satisfaction with communication between administration and staff, and indicated that they feel safe on campus.

Parents requested increased computer science and digital citizenship instruction, greater accountability for student behavior, and additional homework assistance. Students shared that they enjoy being at school with their friends, like the breakfast and lunch options, value field trips, and feel safe at school, while also expressing a need for more homework assistance. No questions or feedback were submitted by the Parent Advisory Committee or the English Learner Parent Advisory Committee, and no public comments were received.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate academic growth with the intent of increasing proficiency in English Language Arts, English Language Development, Mathematics, and Science, as measured by state and local assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of state and local data indicated a clear need to continue supporting English Language Arts (ELA), English Language Development (ELD), Math, and Science. For example: English learner students making progress toward English language proficiency: 27.5% of English learner students are making progress toward English language proficiency as evidence by ELPAC data. This is a 17% decrease compared to prior year. 9.4% or 15 English learners are identified as LTEL (long-term English learner, 6+ years) English learner students meeting reclassification: 8.9% of English learner students met reclassification criteria in 2024-25 as evidenced by CALPADS EOY 3. This is a 1.1% increase compared to the prior year. CAASPP ELA: 37.44% of all students in grades 3-8 and 37.82% of low income students in grades 3-8 met or exceeded standard. However, only 22.22% of English learner students and 29.41% of long-term English learner students met or exceeded standard. CAASPP Math: 38.99% of all students in grades 3-8 and 32.83% of low income students in grades 3-8 met or exceeded standard. However, only 26.32% of English learner students and 29.41% of long-term English learner students met or exceeded standard. CAST: 38.99% of all students in grades 3-8 and 32.83% of low income students in grades 3-8 met or exceeded standard. However, only 26.32% of English learner students and 29.41% of long-term English learner students met or exceeded standard. Pacific Union plans to increase proficiency in English Language Arts, English Language Development, Math, and Science through the actions that support and improve learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Met or Exceeded Standard	All 42.79% EL 24.76% LI 42.56% FY N/A LTEL 18.75% Data Year: 2022-23 Data Source: DataQuest	All 41.40% EL 20.79% LI 39.9% FY N/A LTEL 18.75% Data Year: 2023-24 Data Source: DataQuest	All 37.44% EL 22.22% LI 37.82% FY N/A LTEL 29.41% Data Year: 2024-25 Data Source: DataQuest	All 45% EL 27% LI 45% FY N/A LTEL 20% Data Year: 2025-26 Data Source: DataQuest	All -5.35% EL -2.54% LI -4.74% FY N/A LTEL +10.66%
1.2	CAASPP Math Met or Exceeded Standard	All 36.94% EL 22.86% LI 34.88% FY N/A LTEL 12.5% Data Year: 2022-23 Data Source: DataQuest	All 32.87% EL 22.13% LI 32.83% FY N/A LTEL 12.5% Data Year: 2023-24 Data Source: DataQuest	All 38.99% EL 26.32% LI 32.83% FY N/A LTEL 29.41% Data Year: 2024-25 Data Source: DataQuest	All 39% EL 25% LI 37% FY N/A LTEL 14% Data Year: 2025-26 Data Source: DataQuest	All +2.05% EL +3.46% LI -2.05% FY N/A LTEL +16.91%
1.3	CAASPP ELA DFS (Distance from Standard)	Distance from Standard: All -27.2 points EL -38 points LI -29.8 points FY N/A Data Year: 2022-23 Data Source: Dashboard Fall 2023	Distance from Standard: All -23.1 points EL -43.8 points LI -29.5 points FY N/A LTEL -45.8 points SWD -89.9 points Data Year: 2023-24 Data Source: Dashboard Fall 2024	Distance from Standard: All -37.7 points EL -47.7 points LI -45.5 points FY N/A LTEL -42.2 points SWD -91.6 points Data Year: 2024-25 Data Source: Dashboard Fall 2025	Distance from Standard: All -25 points EL -36 points LI -27 points FY N/A LTEL -42 points SWD -98 points Data Year: 2025-26 Data Source: Dashboard Fall 2026	All -10.5 points EL -9.7 points LI -15.7 points FY N/A LTEL 3.6 points SWD 1.7 points
1.4	CAASPP Math DFS (Distance from Standard)	Distance from Standard: All -38 points	Distance from Standard: All -47.1 points	Distance from Standard: All -38.6 points	Distance from Standard: All -36 points	All -0.6 points EL +5.4 points LI -1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -49.7 points LI -41.8 points FY N/A Data Year: 2022-23 Data Source: Dashboard Fall 2023	EL -63.9 points LI -50.8 points FY N/A LTEL -103.3 points SWD -104.8 points Data Year: 2023-24 Data Source: Dashboard Fall 2024	EL -44.3 points LI -42.8 points FY N/A LTEL -60.2 points SWD -74.4 points Data Year: 2024-25 Data Source: Dashboard Fall 2025	EL -47 points LI -39 points FY N/A LTEL -103 points SWD -104 points Data Year: 2025-26 Data Source: Dashboard Fall 2026	FY N/A LTEL +43.1 points SWD +30.4 points
1.5	California Science Test (CAST) Met or Exceeded Standard	All 25% EL 3.57% LI 22% FY N/A Data Year: 2022-23 Data Source: DataQuest	All 28.57% EL 13.16% LI 27.84% FY N/A Data Year: 2023-24 Data Source: DataQuest	All 31.43% EL 3.57% LI 28.07% FY N/A Data Year: 2024-25 Data Source: DataQuest	All 28% EL 6% LI 25% FY N/A Data Year: 2025-26	All +6.43% EL +0% LI +6.07% FY N/A
1.6	EL students making progress toward English language proficiency	55.3% Data Year: 2022-2023 Data Source: Fall 2023 Dashboard	44.5% Data Year: 2023-2024 Data Source: Fall 2024 Dashboard	27.5% Data Year: 2024-2025 Data Source: Fall 2025 Dashboard	58% Data Year: 2025-2026 Data Source: Fall 2026 Dashboard	-27.8%
1.7	EL students meeting reclassification criteria	3.6% Data Year: 2023-24 Data Source: CALPADS EOY 3	7.8% Data Year: 2024-25 Data Source: CALPADS EOY 3	8.9% Data Year: 2025-2026 Data Source: CALPADS EOY 3	5% Data Year: 2026-27 Data Source: CALPADS EOY 3	+5.3%
1.8	i-Ready Diagnostic Reading	Met Growth Target (K-8th) All 53% EL 55% LI 52% FY N/A Data Year: 2023-24 Data Source:	Met Growth Target (K-8th) All 51% EL 51% LI 52% FY N/A Data Year: 2024-25	Met Growth Target (K-8th) All 49% EL 48% LI 48% FY N/A Data Year: 2025-26	Met Growth Target (K-8th) All 56% EL 58% LI 54% FY N/A Data Year: 2026-27	All -4% EL -7% LI -4% FY N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		i-Ready spring diagnostic	Data Source: i-Ready spring diagnostic	Data Source: i-Ready spring diagnostic	Data Source: i-Ready spring diagnostic	
1.9	i-Ready Diagnostic Mathematics	Met Growth Target (K-8th) All 50% EL 52% LI 49% FY N/A Data Year: 2023-24 Data Source: i-Ready spring diagnostic	Met Growth Target (K-8th) All 53% EL 53% LI 53% FY N/A Data Year: 2024-25 Data Source: i-Ready spring diagnostic	Met Growth Target (K-8th) All 46% EL 45% LI 46% FY N/A Data Year: 2025-26 Data Source: i-Ready spring diagnostic	Met Growth Target (K-8th) All 53% EL 55% LI 52% FY N/A Data Year: 2026-27 Data Source: i-Ready spring diagnostic	All -4% EL -7% LI -3% FY N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Pacific Union used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal.

Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal of all students, including English learners, low-income, and foster youth, to meet academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, Mathematics, and Science as measured by state and local assessments. While implementation remained largely the same from 2025-26, any changes have been noted below.

Action 1 - Learning Director Implementation Status: 5 – Full Implementation and Sustainability. Pacific Union provided a learning director focused on program evaluation for effectiveness and coordinating academic and social emotional learning supports designed to improve outcomes for low income students by providing support for teachers with:

- identifying the needs of students
- supporting disaggregation of student group data for more targeted instruction
- identifying and applying differentiation

- coordinating professional development.

No substantive difference in planned action compared to the actual implementation.

Action 2 - Instructional Aides Implementation Status: 5 – Full Implementation and Sustainability. Seventeen instructional aides provided specialized instructional support in the classroom to students in need, including English learners, low-income, and foster youth, through individualized and small group reading intervention lessons.

Four additional aides were hired this year to provide instructional support.

Action 3 - Field Trips Implementation Status: 5 – Full Implementation and Sustainability. Every grade level had up to two off-campus field trips to increase background knowledge in subjects such as Science, History, and Art, and promote English language development.

Action 4 - Teacher Professional Development - Reading, Writing, Math, and Science Implementation Status: 5 – Full Implementation and Sustainability. Teachers and aides were provided professional development activities, specifically knowledge and use of research-based practices in reading, writing, math, and science instruction. All teachers received professional development in the areas of Reading to improve instructional practices.

Action 5 - Teacher Professional Development - English Learner Proficiency Implementation Status: 5 – Full Implementation and Sustainability. Teachers received professional development and coaching in order to increase effective English language development (ELD) activities and supports in the classroom. Professional development included PL sessions, PLC meetings, in-class coaching, and lesson observations.

No substantive difference in planned action compared to the actual implementation.

Action 6 - Data Meetings Implementation Status: 4 - Full Implementation. Teachers at every grade level received a stipend to participate in monthly grade-level professional learning communities (PLC), outside of their duty day, to review and analyze i-Ready diagnostic and personalized instruction data and planned improved targeted instruction in Reading and Math.

No substantive difference in planned action compared to the actual implementation.

Action 7 - Additional ELD Supports and Activities Implementation Status: 4 - Full Implementation. Pacific Union provided English learners and LTELs with additional English language development (ELD) lessons and support with an instructional aide in a small group or one-on-one. The aide's hours were increased to meet the needs of students in additional grade levels.

Action 8 - Expanded Learning After School Program Implementation Status: 5 - Full Implementation and Sustainability. Educational field trips, academic support, and vendor experiences were provided to students enrolled in the Expanded Learning After School Program. No substantive difference in planned action compared to the actual implementation.

Overall Successes:

Pacific Union successfully implemented nearly all planned actions at either Full Implementation or Full Implementation and Sustainability, demonstrating a strong commitment to improving student achievement and supporting targeted student groups.

Key successes included the effective implementation of a Learning Director who coordinated program evaluation, data analysis, and

professional development to improve academic and social-emotional outcomes. Instructional support was expanded through the addition of four instructional aides, bringing the total to seventeen, to provide targeted interventions for English learners, low-income students, and foster youth.

Students benefited from enriching educational experiences through grade-level field trips and a fully implemented Expanded Learning After School Program that offered academic support, educational excursions, and enrichment activities. Teachers received comprehensive professional development in reading, writing, and English Language Development (ELD), strengthening research-based instructional practices and increasing support for English learners through coaching, PLCs, and classroom observations.

Collaborative data meetings enabled teachers to regularly analyze student performance and adjust instruction based on i-Ready data. Additional ELD supports were strengthened through the implementation of a new ELD curriculum and targeted small-group and one-on-one instruction. Overall, implementation closely matched the original plan, with no substantive differences reported for most actions, reflecting strong fidelity and sustainable program implementation.

Overall Challenges: Pacific Union's primary implementation challenge was retaining instructional aides. During the year, three instructional aides resigned and were promptly replaced to minimize disruptions to student support services. However, onboarding and training new staff to effectively deliver small-group reading and ELD interventions required additional time and resources. Staff retention in these positions continues to be an ongoing challenge from year to year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 2: 4 additional aides were hired for 5th and 6th grade.

Action 3: The cost of transportation for field trips increased.

Action 7: The cost of ELD instructional supports was more than budgeted because we increased the aide's hours and expanded these supports to serve additional classes.

Action 8: The cost of transportation for the additional enrichment field trips increased due to some field trips being further away than the previous year's field trips.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal of all students, including English learners, low-income, and foster youth, to meet academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, Mathematics, and Science, as measured by state and local assessments.

Action(s): Action 1 - Learning Director, Action 3 - Off-Campus Field Trips, Action 4 - Professional Development - Reading, Writing, Math, and Science, Action 6 - Data Meetings, and Action 8 - Expanded Learning After School Program

Effectiveness of Action(s): Effective

Metric(s): CAASPP (ELA & Math), CAST, i-Ready (Reading & Math), Fountas & Pinnell (no data; district decided not to use the program), and parent feedback

Pacific Union observed progress towards meeting academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, Mathematics, and Science, as measured by state and local assessments:

Improved CAASPP ELA Met or Exceeded Standard

Overall: 37.44%, decreased 3.96%

English learners: 22.22%, increased 1.43%

Low income: 37.82%, decreased 2.08%

Long-Term English Learners: 29.41%, increased 10.66%

Improved CAASPP Math Met or Exceeded Standard

Overall: 38.99%, increased 6.12%

English learners: 26.32%, increased 4.19%

Low income: 32.83%, maintained

Long-Term English Learners: 29.41%, increased 16.91%

CAASPP ELA DFA (Distance from Standard)

Overall: -37.7 points, decreased 14.6 points

English learners: -47.7 points, decreased 3.9 points

Low income: -45.5 points, decreased 16 points

Students with Disabilities: -91.6 points, decreased 1.7 points

Improved CAASPP Math DFS (Distance from Standard)

Overall: -38.6 points, increased 8.4 points

English learners: -44.3 points, increased 19.5 points

Low income: -42.8 points, increased 8 points

Long-Term English Learners: -60.2 points, increased 43.1 points

Students with Disabilities: -74.4 points, increased 30.4 points

Improved CAST Met or Exceeded Standard

Overall: 31.43%, increased 2.86%

English learners: 3.57%, decreased 9.59%

Low income: 28.07%, decreased 0.23%

i-Ready Reading Met Growth Target (K-8th)

Overall: 49%, decreased 2%

English learners: 48%, decreased 3%

Low income: 48%, decreased 4%

i-Ready Math Met Growth Target (K-8th)

Overall: 46%, decreased 7%

English learners: 45%, decreased 8%

Low income: 46%, decreased 7%

Fountas & Pinnell (district decision to not use the program in 2025-2026)

Overall: no data

English learners: no data

Low income: no data

Parent Feedback: Parents would like more homework support for students.

Analysis Statement: The implementation of Action 1 (Learning Director), Action 3 (Off-Campus Field Trips), Action 4 (Professional Development), Action 6 (Data Meetings), and Action 8 (Expanded Learning After School Program) was effective in supporting student academic growth. Assessment data showed improvement in mathematics achievement overall and for student groups including English learners (ELs), Long-Term English Learners (LTELs), low income (LI), and students with disabilities. LTELs demonstrated strong growth in both ELA and math. While overall ELA performance decreased slightly, ELs and LTELs showed gains. Science performance improved overall, although English learners and low-income students showed slight declines, indicating a need for additional support in science instruction. The Fountas & Pinnell BAS program was not utilized this year for K-2 reading performance. The district decided to utilize the existing i-Ready Reading Met Growth Target for K-2. Parent feedback also highlighted the need for increased homework support for students. Overall, the actions positively supported student achievement, especially in mathematics, while identifying areas for continued academic support and intervention.

Action(s): Action 2 - Instructional Aides, Action 5 - Professional Development to Support ELs and LTELs, Action 7 - Additional ELD Supports and Activities

Effectiveness of Action(s): Somewhat Effective

Metric(s): CAASPP (ELA & Math), i-Ready (Reading), ELPI, Reclassification, Educational Partner Feedback (teachers, parents)

Pacific Union observed progress towards meeting academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, Mathematics, and Science, as measured by state and local assessments:

Improved CAASPP ELA Met or Exceeded Standard

Overall: 37.44%, decreased 3.96%
English learners: 22.22%, increased 1.43%
Low income: 37.82%, decreased 2.08%
Long-Term English Learners: 29.41%, increased 10.66%

Improved CAASPP Math Met or Exceeded Standard
Overall: 38.99%, increased 6.12%
English learners: 26.32%, increased 4.19%
Low income: 32.83%, maintained
Long-Term English Learners: 29.41%, increased 16.91%

CAASPP ELA DFA (Distance from Standard)
Overall: -37.7 points, decreased 14.6 points
English learners: -47.7 points, decreased 3.9 points
Low income: -45.5 points, decreased 16 points
Students with Disabilities: -91.6 points, decreased 1.7 points

Improved CAASPP Math DFS (Distance from Standard)
Overall: -38.6 points, increased 8.4 points
English learners: -44.3 points, increased 19.5 points
Low income: -42.8 points, increased 8 points
Long-Term English Learners: -60.2 points, increased 43.1 points
Students with Disabilities: -74.4 points, increased 30.4 points

i-Ready Reading Met Growth Target (K-8th)
Overall: 49%, decreased 2%
English learners: 48%, decreased 3%
Low income: 48%, decreased 4%

ELPAC/ELPI - English Learners making progress toward English Language Proficiency
27.5%, 17% decrease

EL students meeting reclassification criteria
8.9%, 1.1% increase

Educational Partner Feedback

Teachers: Teachers would like continued professional learning and coaching in English language development and increased professional learning in writing.

Parents: Parents would like more homework support and to continue to expand the after school program to possibly include tutoring.

Analysis Statement: The implementation of Action 2 (Instructional Aides), Action 5 (Professional Development to Support ELs and LTELs), and Action 7 (Additional ELD Supports and Activities) was somewhat effective in supporting student achievement and language development. Assessment data showed improvement in mathematics performance overall and for student groups including English learners (ELs), Long-Term English Learners (LTELs), and students with disabilities. LTELs demonstrated strong growth in both ELA and math proficiency. While overall ELA performance decreased slightly, ELs and LTELs showed gains. However, English learner progress toward English language proficiency declined, indicating a continued need for targeted language supports. Teacher and parent feedback highlighted the need for ongoing professional development in English language development and writing, as well as expanded homework support and after-school tutoring opportunities. Overall, the actions supported academic growth, but additional supports are needed to improve English language proficiency outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes have been made for the upcoming year:

Actions:

Removed Fountas and Pinnell from action 1.1

Additional Supplemental ELD Materials have been purchased and will continue to be purchased for English learners in action 1.7

Additional funds were added to LREBG actions 1.7 and 1.8

Metrics:

Removed Fountas and Pinnell

Added LTEL data to metric 1.3

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Learning Director	Pacific Union will provide a Learning Director focused on program evaluation for effectiveness and coordinating academic and social-emotional learning supports designed to improve outcomes for low income students by providing support for teachers with: - identifying the needs of students - supporting disaggregation of student group data for more targeted instruction - identifying and applying differentiation - coordinating professional development	\$130,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Aides	Instructional aides will provide specialized instructional support in the classroom to students in need, including English learners, low-income, and foster youth, through individualized and small group reading intervention lessons.	\$507,111.00	Yes
1.3	Off-campus Field Trips	Pacific Union will provide up to two grade-level off-campus field trips to increase background knowledge in subjects such as Science, History, and Art, and promote English language development.	\$65,000.00	Yes
1.4	Professional Development - Reading, Writing, Math, and Science	Pacific Union will provide teacher professional development activities, specifically knowledge and use of research-based practices in reading, writing, math, and science instruction.	\$60,500.00	Yes
1.5	Professional Development - To Support English Learners and LTELs	LREBG Action: Pacific Union will support students by providing professional development in order to increase effective English language development (ELD) activities and supports for students in the classroom. A needs assessment conducted through our work with DA revealed that teachers would benefit from professional development in the area of English language development to increase monitoring and provide specialized support to English learners, At-Risk LTELs, and LTELs. Research has shown that effective professional development is critical for improving instructional practices and student outcomes for English learners (ELs). Studies emphasize that sustained, content-focused, and collaborative professional development helps teachers better understand second language acquisition, culturally responsive pedagogy, and effective strategies for language and literacy integration across subject areas. When professional development includes opportunities for active learning, coaching, and reflection, teachers are more likely to apply new strategies in the classroom, leading to improved language proficiency and academic achievement among EL students. Additionally, professional development	\$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that aligns with school goals and includes support from administrators tends to be more impactful and sustainable. Metric: 1.3 CAASPP ELA DFS LREBG funds: \$33,000 per year through 2027-28		
1.6	Data Meetings	Teachers will receive stipends to participate in monthly grade level professional learning communities (PLC) outside of their duty day, to review and analyze i-Ready diagnostic and personalized instruction data.	\$55,416.00	Yes
1.7	Additional ELD Supports and Activities	LREBG Action: Pacific Union will support student by providing English learners and LTELs with additional English language development (ELD) lessons and support with an instructional aide in a small group or one-on-one. A needs assessment through our work with DA revealed that additional ELD instruction is needed for English learners and LTELs who are struggling to make progress in their language development. An increased focus is needed for At-Risk LTELs in grades 4th-6th. Research has shown that English learners (ELs) who receive additional English Language Development (ELD) instruction in small group or one-on-one settings tend to make greater gains in language proficiency and academic achievement compared to those who receive only whole-class instruction. These targeted supports allow for more individualized attention, tailored feedback, and increased opportunities for speaking and listening practice - key components in language acquisition. Studies indicate that such settings are particularly beneficial for LTELs, as they provide a safe space to practice language skills and receive scaffolding based on specific needs. Furthermore, when these supports are aligned with both language and content learning goals, they can accelerate English development and help close achievement gaps. Metric: 1.6 English learners making progress toward English proficiency.	\$125,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LRBG Funds: \$65,652 per year through 2027-28		
1.8	Expanded Learning After School Program	LREBG Action: Pacific Union will support students by continuing to expand its after school program by providing increased expanded learning opportunities. Studies have shown that students who participate in Expanded Learning After School Programs have shown measurable academic improvements and positive behavioral outcomes. Research and evaluations of these programs indicate that students often achieve higher grades, demonstrate stronger literacy and math skills, and perform better on standardized tests compared to their peers who do not attend. Participants have also shown increased homework completion rates and greater classroom participation, reflecting enhanced academic confidence and motivation. These outcomes suggest that the additional academic support, enrichment opportunities, and stable learning environment provided by Expanded Learning Programs play a critical role in promoting student achievement and closing educational gaps. Metric 1.3 CAASPP ELA DFS LREBG Funds: \$160,000 per year through 2027-28	\$252,065.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pacific Union will continue to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was carried forward from the previous 3-year LCAP because the actions and services were effective in reducing chronic absenteeism, increasing social-emotional learning and school connectedness, and providing all students with a broad course of study. However, after careful analysis of state indicator data there is a clear need to improve suspension rate and expulsion rate. Additional data collected from educational partner feedback indicated a need to continue to provide safe and welcoming grounds and classrooms, continue to improve physical health and fitness, and continue to increase school events and meetings. In response to the successes and needs listed above Pacific Union plans to evaluate it's current social-emotional learning program and make improvements to strengthen the implementation. Pacific Union plans to reduce chronic absenteeism, increase social-emotional learning and school connectedness, and provide all students with a broad course of study through the actions that support and improve school climate and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	3.6% EL 3.3% LI 3.7% FY N/A Data Year: 2022-23 Data Source:	5% EL 3.7% LI 5.3% FY N/A Data Year: 2023-24	7.4% EL 5.4% LI 7.4% FY N/A Data Year: 2024-25	2.5%% EL 2.2% LI 2.6% FY N/A Data Year: 2025-26	+3.8% EL +2.1% LI +3.7% FY N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Fall 2023	Data Source: Dashboard Fall 2024	Data Source: Dashboard Fall 2025	Data Source: Dashboard Fall 2026	
2.2	Chronic Absenteeism	All 20.3% EL 15.2% LI 20.7% FY N/A White 30.3% SWD 38.6% Data Year: 2022-23 Data Source: Dashboard Fall 2023	All 23% EL 17.3% LI 23.2% FY N/A White 31.1% SWD 28.3% Data Year: 2023-24 Data Source: Dashboard Fall 2024	All 17.1% EL 11.8% LI 18.1% FY N/A White 37.2% SWD 22.4% Data Year: 2024-25 Data Source: Dashboard Fall 2025	All 18% EL 13% LI 18% FY N/A White 28% SWD 36% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All -3.2% EL -3.4% LI -2.6% FY N/A White +6.9% SWD -16.2%
2.3	Attendance Rate	76.7% Data Year: 2023-2024 Data Source: CALPADS P2	75.2% Data Year: 2024-2025 Data Source: CALPADS P2	89% Data Year: 2025-2026 Data Source: CALPADS P2	80% Data Year: 2026-2027 Data Source: CALPADS P2	+12.3%
2.4	Facilities maintained in good repair	0 instances did not meet good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024	0 instances did not meet good repair Data Year: 2024-25 Data Source: Dashboard Fall 2025	0 instances did not meet good repair Data Year: 2024-25 Data Source: Dashboard Fall 2026	0 instances did not meet good repair Data Year: 2026-27 Data Source: Dashboard Fall 2027	0
2.5	Student SEL Survey	Growth Mindset Percent Favorable 3rd-5th Grade: All 73% EL 72% LI 78% FY N/A 6th-8th Grade: All 84% EL 85%	Growth Mindset Percent Favorable 3rd-5th Grade: All 93% EL 93% LI 94% FY N/A 6th-8th Grade: All 96% EL 95%	Growth Mindset Percent Favorable 3rd-5th Grade: All 77% EL 77% LI 78% FY N/A 6th-8th Grade: All 92% EL 95%	Growth Mindset Percent Favorable 3rd-5th Grade: All 76% EL 75% LI 81% FY N/A 6th-8th Grade: All 87% EL 88%	3rd-5th Grade: All +4% EL +5% LI +0% FY N/A 6th-8th Grade: All +8% EL +10% LI +5% FY N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 87% FY N/A Data Year: 2023-24 Data Source: SEL Survey	LI 96% FY N/A Data Year: 2024-25 Data Source: SEL Survey	LI 92% FY N/A Data Year: 2025-26 Data Source: SEL Survey	LI 90% FY N/A Data Year: 2026-27 Data Source: SEL Survey	
2.6	Expulsion Rate	All 0.3% EL 0 LI 0 FY N/A Data Year: 2022-23 Data Source: DataQuest	All 0.3% EL 0 LI 0 FY N/A Data Year: 2023-24 Data Source: DataQuest	All 0% EL 0 LI 0 FY N/A Data Year: 2024-25 Data Source: DataQuest	All 0% EL 0 LI 0 FY N/A Data Year: 2025-26 Data Source: DataQuest	All -0.3 EL 0 LI 0 FY N/A
2.7	Middle School Dropout Rate	All 0 EL 0 LI 0 FY N/A Data Year: 2022-23 Data Source: CALPADS Fall 1	All 0 EL 0 LI 0 FY N/A Data Year: 2023-24 Data Source: CALPADS Fall 1	All 0 EL 0 LI 0 FY N/A Data Year: 2024-25 Data Source: CALPADS Fall 1	All 0 EL 0 LI 0 FY N/A Data Year: 2025-26 Data Source: CALPADS Fall 1	All 0 EL 0 LI 0 FY N/A
2.8	School connectedness	Students: All 93.5% EL 93% LI 94% FY N/A Teachers: 100% Parents: 93% Data Year: 2023-2024 Data Source: Local Survey	Students: All 95.6% EL 95.2% LI 96% FY N/A Teachers: 100% Parents: 93% Data Year: 2024-2025 Data Source: Local Survey	Students: All 98% EL 97% LI 98% FY N/A Teachers: 100% Parents: 97% Data Year: 2025-2026 Data Source: Local Survey	Students: All 95% EL 95% LI 96% FY N/A Teachers: 100% Parents: 97% Data Year: 2026-2027 Data Source: Local Survey	Students: All +4.5% EL +4% LI +4% FY N/A Teachers: 0 Parents: +4%
2.9	Percent of students with access to a broad course of study	All 100% EL 100% LI 100%	All 100% EL 100% LI 100%	All 100% EL 100% LI 100%	All 100% EL 100% LI 100%	All 0 EL 0 LI 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY N/A Data Year: 2023-24 Data Source: Review and analysis of school and teacher instructional schedules	FY N/A Data Year: 2024-25 Data Source: Review and analysis of school and teacher instructional schedules	FY N/A Data Year: 2025-26 Data Source: Review and analysis of school and teacher instructional schedules	FY N/A Data Year: 2026-2027 Data Source: Review and analysis of school and teacher instructional schedules	FY N/A
2.10	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Full Implementation and Sustainability Data Year: 2026-27 Data Source: Dashboard Fall 2027	0
2.11	Parent participation in school events (Parent-Teacher Conferences and Back to School Night or Open House)	All 77% EL 75% LI 78% FY N/A Data Year: 2023-2024 Data Source: Teacher event tracking sheets	All 77% EL 76% LI 77% FY N/A Data Year: 2024-2025 Data Source: Teacher event tracking sheets	All 84% EL 85.2% LI 84% FY N/A Data Year: 2025-2026 Data Source: Teacher event tracking sheets	All 80% EL 78% LI 81% FY 80% Data Year: 2026-2027 Data Source: Teacher event tracking sheets	All +7% EL +10.2% LI +6% FY N/A
2.12	Sense of Safety	Students: All 93.5% EL 93% LI 94% FY N/A Teachers: 100% Parents: 93% Data Year: 2023-2024 Data Source: Local Survey	Students: All 95.6% EL 95.2% LI 96% FY N/A Teachers: 100% Parents: 93% Data Year: 2024-2025 Data Source: Local Survey	Students: All 96% EL 95% LI 96% FY N/A Teachers: 100% Parents: 95% Data Year: 2025-2026 Data Source: Local Survey	Students: All 95% EL 95% LI 96% FY N/A Teachers: 100% Parents: 96% Data Year: 2026-2027 Data Source: Local Survey	All +2.5% EL +2% LI +2% FY N/A Teachers: 0% Parents: 2%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Pacific Union used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community. While implementation remained largely the same from 2025-26, any changes have been noted below.

Action 1 - Physical Fitness and Health

Implementation Status: 5 – Full Implementation and Sustainability. A full-time nurse who worked under the supervision of a credentialed nurse from FCSS and additionally as an educational partner liaison performing parent outreach for students who are chronically absent was hired. Physical education was improved with the purchase of equipment for the Dynamic P.E. program and sports areas were improved. All planned improvements to the baseball/softball field were completed. An increased variety in physical education and sports equipment for use during P.E. was purchased and implemented to improve physical fitness and health and increase student attendance. No substantive difference in planned action compared to the actual implementation.

Action 2 - Basic Services

Implementation Status: 5 – Full Implementation and Sustainability. Bus Transportation, classified positions, maintenance of facilities, retaining and hiring fully credentialed (Preliminary or Clear) teachers, and maintaining phone systems were all carried out as planned. No substantive difference in planned action compared to the actual implementation.

Action 3 - Psychological Services and Behavior Intervention

Implementation Status: 5 – Full Implementation and Sustainability. Pacific Union provided the following to reduce suspensions and increase attendance:

- School Psychologist to provide services, beyond those required by law, focused on providing targeted social-emotional and behavioral support
 - Discipline policy that includes parent outreach, parent engagement, and discipline conferencing under the direction of the Vice Principal
 - Truancy Intervention Program (TIP) focused on providing resources and intervention services to students who are chronically absent
- No substantive difference in planned action compared to the actual implementation.

Action 4 - School Events, Parent Meetings, and Aeries SIS

Implementation Status: 5 – Full Implementation and Sustainability. Pacific Union scheduled periodic parent meetings and school events for all parents/guardians and students, especially our low-income, foster youth, and English learners. Parents and community members were notified through paper flyers and the website. School events included Back-to-School Night, a Christmas Program, Spring Extravaganza, Science Fair and Art Show, and Open House. Pacific Union's website and student information system (Aeries) were both maintained and updated frequently to increase parent and community engagement. No substantive difference in planned action compared to the actual implementation.

Action 5 - Social-Emotional Learning

Implementation Status: 5 – Full Implementation and Sustainability. Teachers implemented research-backed social-emotional learning (SEL) interventions, activities, and resources in weekly lessons to provide social emotional awareness, behavior skills, and social skills. No substantive difference in planned action compared to the actual implementation.

Action 6 - Music Program, Sports, and Clubs

Implementation Status: 5 – Full Implementation and Sustainability. A credentialed full-time music teacher provided music instruction to all students in grades TK-5, and band instruction to students in grades 6-8. Afterschool enrichment was offered to students through sports and clubs. No substantive difference in planned action compared to the actual implementation.

Action 7 - Incentives for Positive Academics, Behavior, and Attendance

Implementation Status: 5 – Full Implementation and Sustainability. Pacific Union implemented increased incentives and awards to celebrate and affirm positive/improved behavior, academics, and attendance. No substantive difference in planned action compared to the actual implementation.

Action 8 - Students with Disabilities

Implementation Status: 5 – Full Implementation and Sustainability. All students with an IEP were provided specialized and targeted support as outlined in their Individualized Education Plans (IEPs). No substantive difference in planned action compared to the actual implementation.

Overall Successes: Goal Two was successfully implemented, with all actions reaching Full Implementation and Sustainability and closely aligning with the planned activities. Students benefited from expanded health, social-emotional, behavioral, and academic supports through nursing services, school psychology services, SEL instruction, attendance interventions, and specialized services for students with disabilities. The district maintained high-quality basic services, enhanced physical education opportunities, and provided enriching music, sports, and extracurricular programs. Family engagement remained strong through school events, parent meetings, and regular communication using the district website and Aeries. Incentive programs recognizing positive attendance, behavior, and academic achievement further contributed to a positive school climate, supporting improved student engagement, well-being, and regular attendance.

Overall Challenges: Pacific Union did not experience any challenges in the implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 1 - Physical Fitness and Health: Although the amount expended was significantly less than what was budgeted, the action was fully implemented. The cost to upgrade sports areas was significantly less than originally quoted.

Action 4 - School Events, Parent Meetings, and Aeries SIS: Although the amount expended was less than what was budgeted, the action was fully implemented. The cost of the Spring Extravaganza supplies was less than budgeted because we reused supplies that were left over from the prior year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community.

Action(s): Action 1 - Physical Fitness and Health, Action 7 - Incentives for Positive Academics, Behavior, and Attendance, and Action 8 - Students with Disabilities

Effectiveness of Action(s): 3 - Effective

Metric(s): Chronic Absenteeism, school connectedness, and feedback from parents and teachers

Pacific Union did observed progress with improved physical health and fitness and sports areas in order to maintain a positive school climate that encourages students to become productive and positive citizens in class, at school, and in the community using the following:

Chronic Absenteeism:

All 17.1%, decreased 2.7%

EL 11.8%, decreased 5.5%

LI 18.1%, decreased 5.1%

FY N/A

White 37.2%, increased 6.1%

SWD 22.4%, decreased 5.9%

School Connectedness:

All 98%, increased 4.4%

EL 97%, increased 1.8%
LI 98%, increased 2%
FY N/A
Teachers: 100%, maintained
Parents: 97%, increased 4%

Feedback from parents included the following:

98% of parents Strongly Agree or Agree to continue improving physical health and fitness.

100% of parents Strongly Agree or Agree to continue incentives for academics, behavior, attendance, and social-emotional competencies.

Feedback from teachers included the following:

Incentives have helped increase attendance. Teachers want to continue building on the P.E. program started this year in order to increase students health and fitness.

Feedback from students included the following:

Students like receiving skunker bucks and incentives for doing well on state tests and coming to school regularly. Students like the new and improved soccer goals, track long jump, and baseball/softball fields.

Analysis Statement: Action 1 (Physical Fitness and Health), Action 7 (Incentives for Positive Academics, Behavior, and Attendance), and Action 8 (Students with Disabilities) were determined to be Effective based on improved attendance and positive feedback from parents, teachers, and students. Chronic absenteeism decreased overall by 2.7%, with additional decreases for English Learners (-5.5%), Low Income students (-5.1%), and Students with Disabilities (-5.9%). Although the White student group increased by 6.1%, the district will continue monitoring attendance needs for this group. School connectedness increased overall by 4.4%, with additional increased for English learners (1.8%), low income students (2%) and parents (4%). Teachers maintained 100% school connectedness from the previous year. Parents strongly supported continuing physical fitness improvements and student incentives, while teachers reported that incentives helped improve attendance and encouraged continued growth of the P.E. program. Students shared that they enjoy receiving “Skunker Bucks” and incentives for good attendance and academic achievement, as well as the improved sports facilities. Overall, these actions helped support a positive school climate and increased student engagement.

Action(s): Action 4 - School Events, Parent Meetings, and Aeries SIS

Effectiveness of Action(s): 3 - Effective

Metric(s): Percentage of parents parents who attend meetings and school events, and feed back from parents

Pacific Union observed progress toward increase school events and meetings in order to create and maintain a positive school climate using the following:

Percentage of parents who attend meetings and school events

Overall: 84%, increased 7%

English learners: 85.2%, increased 9.2%

Low income: 84%, increased 7%

Feedback from parents of English learners included the following:

More parent meetings, including parenting classes, activities that parents can help with, community events, pastries with parents, etc.

98% of parents Strongly Agree or Agree to continue parent meetings

97% of parents Strongly Agree or Agree to continue to maintain technology systems (Aeries SIS) that allow parents to access student grades and assignments

Analysis Statement: Action 4 (School Events, Parent Meetings, and Aeries SIS) was determined to be Effective based on increased parent participation and positive parent feedback. Parent attendance at meetings and school events increased overall by 7%, including increases for English learner families (+9.2%) and low income families (+7%). Parents of English learners shared that they would like more parent meetings, parenting classes, family activities, and community events. In addition, 98% of parents agreed or strongly agreed to continue parent meetings, and 97% agreed or strongly agreed to continue using Aeries SIS to access student grades and assignments. Overall, these actions helped strengthen parent involvement and support a positive school climate.

Action(s): Action 2 - Basic Services, Action 3 - Psychological Services and Behavior Intervention Action 5 - Social-Emotional Learning and Action 6 - Music Program, Sports, and Clubs

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Chronic Absenteeism, Suspension, Growth Mindset, School Connectedness, Feedback from students, parents, and staff.

Pacific Union observed progress towards increased social-emotional and behavior skills to become productive and positive citizens in class, at school, and in the community for all students, especially for low income English learners and low income students using the following:

Chronic Absenteeism:

All 17.1%, decreased 2.7%

EL 11.8%, decreased 5.5%

LI 18.1%, decreased 5.1%

FY N/A

White 37.2%, increased 6.1%

SWD 22.4%, decreased 5.9%

Suspension:

All 7.4%, 2.4% increase

EL 5.4%, 1.7% increase

LI 7.4%, 2.1% increase

FY N/A

Growth Mindset Percent Favorable

3rd-5th Grade:

All 77%, decreased 16%

EL 77%, decreased 16%

LI 78%, decreased 16%

6th-8th Grade:

All 92%, decreased 4%
EL 95%, maintained
LI 92%, decreased 4%

School Connectedness

Students:

Overall: 98%, increased 2.4%
English learners: 97%, increased 1.8%
Low income: 98%, increased 2%
Teachers: 100%, maintained
Parents: 97%, increased 4%

Sense of Safety

Students:

Overall: 96%, increased by 0.4%
English learners: 95%, decreased by 0.2%
Low income: 96%, maintained
Teachers: 100%, maintained
Parents: 95% increased 2%

Feedback from parents, teachers, and students

Feed back from Parents included the following:

Continue sports and clubs

94% of parents Strongly Agree or Agree to continue and expand social and emotional learning
97% of parents Strongly Agree or Agree to continue extracurricular activities (sports, music, garden club, etc.)

Feedback from Teachers includes the following:

85% of teachers agree students benefit from the SEL activities. Comments included students attend school more regularly and have a increased sense of school connectedness.

Feedback from Students includes:

Incentives and parties increase motivation

96% of students feel safe and 98% feel connected at Pacific Union.

The security on campus (locked gates and cameras) makes them feel safe.

85.6% of students look forward to coming to school.

What students like best about attending Pacific Union includes seeing friends, soccer, the food, the teachers, joining sports, homework help after school, attendance parties, the school environment, sports fields and courts and the grass area, feeling safe and welcomed, and Pacific Union listens to my requests.

84% of students said they feel comfortable taking to their teacher, Vice Principal, or Superintendent if they had a problem or needed help, which is a 10% increase over last year.

Analysis Statement: Actions 2 (Basic Services), 3 (Psychological Services and Behavior Intervention), 5 (Social-Emotional Learning), and 6 (Music Program, Sports, and Clubs) were determined to be Somewhat Effective based on mixed results in attendance, behavior, and school climate data. Chronic absenteeism decreased overall and for English Learners, Low Income students, and Students with Disabilities, showing improvement in student engagement and attendance. Growth Mindset survey results remained strong overall, particularly in grades 6–8, where favorable responses remained above 90% and English learners maintained a 95% favorable rating. However, grades 3–5 experienced a 16-percentage-point decline across all student groups, indicating a need for additional supports to strengthen students' growth mindset at the elementary level. School connectedness and sense of safety also remained high or increased for students, parents, and teachers. Students reported feeling safe, welcomed, and connected to school, and many shared that sports, clubs, incentives, and supportive staff make them look forward to attending school. Parent and teacher feedback strongly supported continuing social-emotional learning activities, sports, music, and clubs because they help students feel connected and motivated. However, suspension rates increased overall as well as English learners and low income, and Growth Mindset results for grades 6-8 decreased slightly overall and for low income students. While progress was made in improving student connectedness, safety, and attendance, the district will continue working to strengthen behavior supports and social-emotional learning opportunities for all students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes will be made to the planned goal, metrics, target outcomes, or actions:

Actions:

Softball and baseball field improvements are complete so it is removed from 2.1

The budgeted amount will also be decreased in 2.1

The budgeted amount has been increased for 2.4.

Metrics:

FY target was added to Metric 2.11

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physical Fitness and Health	Pacific Union will continue to improve the health and physical education program by: -improved physical education and sports areas -increased variety in physical education and sports equipment for use during P.E.	\$178,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-full-time nurse who will work under the supervision of a credentialed nurse from FCSS and additionally as an educational partner liaison performing parent outreach for students who are chronically absent.		
2.2	Basic Services	Pacific Union will provide bus transportation, classified positions, maintain facilities, retain and hire fully credentialed (Preliminary or Clear) teachers, and maintain the phone system.	\$3,402,143.00	No
2.3	Psychological Services and Behavior Intervention	Pacific Union will provide the following to reduce suspensions and increase attendance: -School Psychologist to provide services, beyond those required by law, focused on providing targeted social-emotional and behavioral support -Discipline policy that includes parent outreach, parent engagement, and discipline conferencing under the direction of the Vice Principal -Truancy Intervention Program (TIP) focused on providing resources and intervention services to students who are chronically absent	\$126,225.00	Yes
2.4	School Events, Parent Meetings, and Aeries SIS	Pacific Union will schedule regular periodic parent meetings, school events, and improve home to school communication.	\$40,000.00	Yes
2.5	Social-Emotional Learning	Teachers will implement research-backed social-emotional learning (SEL) interventions, activities, and resources in weekly lessons to provide social-emotional awareness, behavior skills, and social skills.	\$9,500.00	Yes
2.6	Music Program, Sports, and Clubs	Pacific Union will provide additional TK-8 school activities such as music, including a music teacher, sports, and clubs.	\$230,000.00	Yes
2.7	Incentives for Positive Academics, Behavior, and Attendance	Pacific Union will continue to implement increased incentives and awards to celebrate and affirm positive/improved behavior, academics, and attendance.	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Students with Disabilities	Pacific Union will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided are aligned with other district offerings to best support each student's academic and social-emotional needs.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will have access to standards aligned instructional materials, core subjects taught by fully (Preliminary or Clear) credentialed teachers, and a learning environment conducive to learning the skills for living and learning in the 21st century.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was carried forward from the previous three-year LCAP because of the successful implementation of actions and services that resulted in full implementation and sustainability of standards implementation, appropriately assigned and fully credentialed teachers, and access to standards aligned instructional materials for 100% of students in response to the needs identified through educational partner feedback. The actions and services within this goal will continue to provide teachers, instructional aides, and students with the increased resources, supplies, technology, and materials they need to teach and learn, measured by local indicator data, lesson plans, curriculum calendars, and textbook inventory. The actions and metrics grouped together below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability Data Year: 2023-2024 Data Source Dashboard Fall 2024	Full Implementation & Sustainability Data Year: 2024-2025 Data Source Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-2026 Data Source Dashboard Fall 2026	Full Implementation & Sustainability Data Year: 2026-2027 Data Source Dashboard Fall 2027	0
3.2	Appropriately assigned and fully (Preliminary or Clear) credentialed teachers	100% Data Year: 2023-2024 Data Source: Local Data	100% Data Year: 2024-2025 Data Source: Local Data	100% Data Year: 2025-2026 Data Source: Local Data	100% Data Year: 2026-2027 Data Source: Local Data	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Data Source: Dashboard Fall 2024	100% Data Year: 2024-2025 Data Source: Dashboard Fall 2025	100% Data Year: 2025-2026 Data Source: Dashboard Fall 2026	100% Data Year: 2026-2027 Data Source: Dashboard Fall 2027	0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Pacific Union used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal All students will have access to standards aligned instructional materials, core subjects taught by fully (Preliminary or Clear) credentialed teachers, and a learning environment conducive to learning the skills for living and learning in the 21st century. While implementation remained largely the same from 2025-26, any changes have been noted below.

Action 1 - Common Core Supplemental Materials Implementation

Status: 5 – Full Implementation and Sustainability.

Supplementary hands-on materials, including materials for STEAM, were purchased and implemented in the classrooms and library.

Action 2 - State Adopted Common Core Curriculum Implementation

Status: 5 – Full Implementation and Sustainability. State and locally adopted common core curriculum was purchased.

No substantive difference in planned action compared to the actual implementation.

Action 3 - Technology Implementation Status: 5 – Full Implementation and Sustainability. Technology services were improved and maintained classroom and library technology was purchased.

No substantive difference in planned action compared to the actual implementation.

Overall Successes: Goal Three was successfully implemented, with all actions achieving Full Implementation and Sustainability to ensure students had access to high-quality instructional materials, technology, and learning environments that support 21st-century skills. Students

benefited from state-adopted curriculum, updated classroom and library technology, and supplemental hands-on and STEAM materials. Fewer supplemental materials were purchased based on Curriculum Committee recommendations. All other actions were implemented as planned.

Overall Challenges: Pacific Union did not experience any challenges in the implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned and estimated actual expenditures for the following actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three supported the progress toward meeting the goal All students will have access to standards aligned instructional materials, core subjects taught by fully (Preliminary or Clear) credentialed teachers, and a learning environment conducive to learning the skills for living and learning in the 21st century.

Action(s): Action 1 - Common Core Supplemental Materials, Action 2 - State Adopted Common Core Curriculum, and Action 3 - Technology
Effectiveness of Action(s): Effective

Metric(s): Implementation of standards, including ELD standards, for all students, Broad Course of Study, Feedback from parents, teachers, and students about supplemental materials and technology.

Pacific Union observed progress towards increasing the number and variety of supplemental hands-on materials, purchasing state and locally adopted common core curriculum, and improving and maintaining technology services and purchasing classroom and library technology using the following:

Implementation of standards, including ELD standards
Full Implementation & Sustainability - maintained

Broad Course of Study
100% - 3- maintained

Feedback from parents, teachers and students about supplemental materials:

Parent feedback included the need to continue purchasing and implementing supplemental materials, including those that include computer science.

Teacher feedback included the need to continue with supplemental materials and programs such as Artbx, Mystery Science, and Freckle.

Student feedback included that they want to include more assignments that allow working with a friend.

Feedback from parents, teachers, and students about technology:

Parent feedback included to increase instructional technology in the classroom including computer science instruction and digital citizenship.

Teacher feedback included better internet connectivity to the student Chromebooks.

Student feedback included better internet connectivity to Chromebooks and unblock more websites.

Analysis Statement: The actions were effective in maintaining full implementation of state standards, including ELD standards, ensuring access to a broad course of study, and providing English learner, foster youth, and low-income students with high-quality instructional materials and technology. Education partner feedback supported continuing investments in hands-on instructional materials while identifying opportunities to improve classroom technology through enhanced internet connectivity, expanded computer science and digital citizenship instruction, and increased collaborative learning opportunities for students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes will be made to the planned goal, metrics, target outcomes, or actions:

Actions:

The budgeted amount for 3.2 will decrease.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Common Core Supplemental Materials	Pacific Union will increase the number and variety of supplemental hands-on materials, including materials for STEAM, in order to improve access to state standards and a broad course of study for English learners, low-income, and foster youth.	\$47,830.00	Yes
3.2	State Adopted Common Core Curriulum	Pacific Union will purchase state and locally adopted common core curriculum.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Technology	Pacific Union will improve and maintain technology services and purchase classroom and library technology.	\$57,727.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,594,021	\$210,185

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.274%	3.686%	\$135,536.36	45.960%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Learning Director Need: According to CAASPP, CAST, and i-Ready assessments, over half of low income students are performing below grade-level. A root cause analysis showed that many of our low-income students struggle in the areas of reading comprehension which impacts not only day to day learning, but also how they	We will continue to implement a Learning Director focused on program evaluation and coordination of academic and social-emotional learning support for low income students by providing support to teachers. The learning director will facilitate work with classroom teachers to identify root causes related to reading comprehension and help them to provide appropriate interventions. Support for teachers will include: identifying the needs of low-income students, supporting disaggregation of low-income student group data for more targeted	We will monitor progress on CAASPP, CAST, and i-Ready assessments for our low-income student group as well as all students in the LEA. We will also consider input from the parents of students to enhance the implementation.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	perform on state assessments in ELA, Math, and Science. Scope: LEA-wide	instruction, helping teachers to identify and apply differentiation in instructional strategies, and coordinating professional development. We expect this action to significantly improve the Reading, Math, and Science assessment scores of low-income students, as this action is designed to address their identified needs. However, this action will be provided on a LEA-wide basis because all students performing below grade level can benefit from opportunities to improve Reading, Math, and Science proficiency.	
1.2	Action: Instructional Aides Need: According to the Dashboard, 37.44% of all students in grades 3-8 and 37.82% of low income students in grades 3-8 met or exceeded standard in English Language Arts on the CAASPP Smarter Balanced Assessment compared to only 22.22% of English learner students in grades 3-8 met or exceeded standard. According to local analysis of ELPAC, CAASPP ELA, i-Ready Reading data, and educational partner feedback, we have identified a need to increase the English learner, low-income, and foster youth students' reading skills, including foundational literacy skills and English language development. Scope: LEA-wide	We will have instructional aides, under the direction of credentialed teachers, provide targeted instructional support in the classroom to English learner, low-income, and foster youth students. The instructional support will include individualized and small group reading intervention lessons utilizing the Sound Sensible and S.P.I.R.E programs. Reading intervention will help English learners increase English language development by providing targeted instruction that focuses on vocabulary acquisition and language structure. Through guided practice and explicit teaching, students learn new words and phrases, understand how to construct sentences, and improve their ability to interpret and analyze texts. We expect this action to significantly improve ELPAC, CAASPP ELA, and i-Ready Reading scores of English learner, low-income, and foster youth students as this action is designed to address their identified reading skills needs. However, this action will be provided on a LEA-	We will monitor progress on ELPAC, CAASPP ELA, and i-Ready Reading assessments for our English learner, low-income, and foster youth students as well as all students in the LEA. We will also consider input from teachers and the parents of students to enhance the implementation.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		wide basis because all students in need of reading support can benefit from opportunities to improve their reading skills including foundational literacy skills and English language development.	
1.3	Action: Off-campus Field Trips Need: According to CAASPP ELA, CAASPP Math, and CAST there is a need to improve the proficiency skills of English learners and low-income students. Our needs assessment revealed that we need to increase background knowledge of our low income students which will also help build cultural understanding and tolerance. Scope: LEA-wide	We will continue to provide up to two off-campus field trips to increase background knowledge and promote English language development for English learners and low-income students. Off-campus field trips will provide opportunities for students to touch, feel, and listen to what they are learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside of their own. We expect this action to significantly improve state assessment scores of English learners and low-income students as this action is designed to extend the learning experience and promote English language development. However, this action will be provided on an LEA-wide basis because all students can benefit from opportunities to extend learning outside of the classroom.	We will monitor progress on CAASPP ELA, CAASPP Math, and CAST assessments for English learners and low-income students as well as all students in the LEA.
1.4	Action: Professional Development - Reading, Writing, Math, and Science Need: A review of performance on CAASPP ELA, CAASPP Math, and CAST shows that there is a need to improve the proficiency skills of English learners and low-income students. A	Pacific Union will provide teacher professional development activities, facilitated by Fresno County Superintendent of Schools, i-Ready, and SPIRE, to increase instructional best practices, specifically knowledge and use of research-based practices in reading, writing, math, and science instruction, prioritizing our English learners and low-income students. The professional development activities will increase teachers'	We will monitor progress on CAASPP ELA, CAASPP Math, and CAST assessments for English learners and low-income students as well as all students in the LEA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs assessment revealed the need to strengthen instructional practices to support the needs of English learner and low-income students through engaging lessons and targets instructional techniques. Scope: LEA-wide	knowledge of instructional best practices, instructional techniques, and methodology to increase engagement and address learning needs in reading, writing, math, and science. We expect that as teachers hone instructional skills and knowledge, English learners and low-income students will improve CAASPP and CAST scores as this action is designed to assist teachers in addressing their identified needs. However, this action will be provided on an LEA-wide basis because all students can benefit from the instructional best practices in reading, writing, math, and science.	
1.6	Action: Data Meetings Need: According to CAASPP ELA, CAASPP Math, i-Ready Reading, and i-Ready Math assessments there is a need to improve the proficiency skills of English learners and low-income students. Educational partners indicated a need to continue to provide teachers with collaboration time to identify high impact strategies and plan instruction for struggling students. Scope: LEA-wide	Teachers will receive stipends to participate in monthly grade level professional learning communities (PLC) outside of their duty day, to review and analyze i-Ready diagnostic and personalized instruction data prioritizing English learners and low-income students. The meetings will include making data-driven decisions and planning improved targeted instruction to address the academic needs of English learners and low-income students and accelerate learning in reading and math. We expect this action to significantly improve CAASPP ELA, CAASPP Math, i-Ready Reading, and i-Ready Math scores of English learners and low-income students, as this action is designed to address their identified needs. However, this action will be provided on a LEA-wide basis because all students who need improved proficiency in reading and math can benefit from opportunities to improve reading and math skills.	We will monitor progress on CAASPP ELA, CAASPP Math, i-Ready Reading, and i-Ready Math assessments for English learners and low-income students as well as all students in the LEA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	Action: Expanded Learning After School Program Need: According to CAASPP ELA, CAASPP Math, and CAST there is a need to improve the proficiency skills of English learners and low-income students. Our needs assessment revealed that we need to increase background knowledge for our English learners and low income students through expanded learning opportunities such as field trips. Parent feedback indicated an after school with increased expanded learning opportunities is a high priority. Scope: LEA-wide	We will expand our after school program by providing increased expanded learning opportunities for English learners and low-income students. The after school program will include educational field trips, academic support and vendor experiences. Educational field trips provide hands-on, experiential learning opportunities that can help students understand and retain academic concepts better. For low-income students, who might have limited access to such experiences, these trips can bridge gaps in background knowledge and contextual understanding, making academic content more relatable and comprehensible. Providing academic support tailored to the needs of low-income and EL students ensures that they receive the help they need to succeed. This support can include tutoring, homework assistance, and personalized instruction that addresses their specific challenges, leading to improved academic performance and proficiency in key subjects. Collaborating with external vendors can introduce students to a variety of skills and knowledge areas such as STEM workshops, arts and crafts, and other hands-on activities that engage students and stimulate their interest in learning. For EL students, such interactive sessions can also enhance language acquisition through immersive and practical use of English.	We will monitor progress on CAASPP ELA, CAASPP Math, and CAST assessments for English learners and low-income students as well as all students in the LEA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We expect this action to significantly improve state assessment scores of English learners and low-income students as this action is designed to expand learning experiences and promote English language development. However, this action will be provided on an LEA-wide basis because all students can benefit from opportunities to expand learning outside of the regular classroom.	
2.1	Action: Physical Fitness and Health Need: According to the Dashboard, 18.1% of our low income students are chronically absent, a rate slightly higher than the overall student population (17.1%) and significantly higher than the English learner group (11.8%). According to a needs assessment, this chronic absenteeism is closely linked to challenges that are exacerbated by limited access to critical resources such as healthcare, and regular access to areas for healthy play and physical activity, which are not readily available in our rural setting. For many low-income students, the nearest playground or healthcare facility is approximately 10 miles away, limiting their access to opportunities for physical fitness and healthy play, and healthcare if they do not have regular access to reliable transportation. Additionally, teacher feedback indicated a desire for enhanced physical education instruction, while parent feedback emphasized the continued need for a full-time nurse to	Pacific Union will continue to improve the health and physical education program by providing improved physical education and sports areas, increasing variety in physical education and sports equipment for use during P.E., and providing a full-time nurse who will work under the supervision of a credentialed nurse from FCSS and additionally as an educational partner liaison performing parent outreach for students who are chronically absent. This action is designed to address the unique needs of low-income students by increasing access to physical education, health services, and sports activities, which, in our experience, are critical to their overall well-being. As noted, the nearest playground is approximately 10 miles away from many of our low-income students' homes, limiting their access to physical fitness opportunities outside of school. To address this, we will continue to enhance our physical education program and improve our sports facilities to provide a space where students can engage in healthy physical activities. This will directly benefit our low-income students, who may lack regular access to these opportunities in our rural community. The action is also designed to encourage school attendance by promoting a	We will monitor progress in decreasing chronic absenteeism rates and school connectedness for low-income students, as well as all students, on the Dashboard. We will also consider input from parents and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ensure student health and well-being. The need for better parent outreach, particularly related to attendance, was also identified as a key area for improvement. We believe we can address these unique needs by targeting resources to support the physical health of our low-income students, with a particular focus on improving attendance, increasing access to health supports at school, and ensuring parent communication about essential health services. Scope: LEA-wide	healthy and active lifestyle through high-interest activities, which, in our experience, encourages school connectedness. Additionally, the health and physical education program will continue to be enhanced by increasing the variety of equipment available for P.E. classes and providing additional nursing services beyond the minimum required by law. The school nurse will take proactive steps, such as calling parents when students are absent, to address the reasons for absenteeism and connect families to community resources if needed. The nurse will also accompany the Truancy Intervention Program (TIP) officer and Vice Principal during home visits for students at risk of chronic absenteeism or those currently chronically absent. It is our desire that the nurse will be able to identify health-related barriers to school attendance and offer targeted support. While this action is specifically directed toward our low-income students, it will be provided on an LEA-wide basis because all students will benefit.	
2.3	Action: Psychological Services and Behavior Intervention Need: A needs assessment revealed that suspension and absenteeism rates are exacerbated by social-emotional and behavioral issues related to mental health. We also found a need to improve parent outreach related to behavior	We will provide a full-time School Psychologist, implement an improved discipline policy, and establish a Truancy Intervention Program (TIP) to address the unique needs of low-income students. The School Psychologist will provide services beyond IEPs, delivering targeted social-emotional and behavioral supports that prioritize low-income students who often lack access to such resources outside of school. The improved discipline policy includes parent outreach, engagement, and discipline conferencing, which strengthens home-	We will monitor chronic absenteeism rates, decreasing suspension rates, and growth mindset for our low-income students as well as all students. We will also seek feedback from students, parents, and staff about

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and attendance, and seek feedback from students and parents. According to the Dashboard, 7.4% of our low-income students, 7.4% of all students, and 5.4% of English learners were suspended. Suspensions increased for all students groups. According to the Dashboard, 18.1% of our low-income students are chronically absent, compared to 17.1% of all students and 11.8% of English learners. Scope: LEA-wide	school partnerships and supports low-income families in addressing behavior collaboratively. Additionally, the TIP will provide monitoring, intervention, and outreach services to the families of students who are chronically absent, helping to identify and mitigate the attendance challenges often experienced by low-income students due to unmet basic needs and external barriers. We expect that these increased services within this action decrease emotional, mental, and physical stresses and challenges that these students face, therefore decreasing suspensions and increasing attendance rates for low-income students. However, these actions will be provided on an LEA-wide basis because all students will benefit from the services provided in order to prevent chronic absenteeism and suspension.	the School Psychologist, discipline policy, and TIP.
2.4	Action: School Events, Parent Meetings, and Aeries SIS Need: According to locally collected data, there is a need to increase the percentage of parents of English learners who participate in school events. 76% of parents of English learners attended a Parent-Teacher conference and Back to School Night or Open House, compared to 77% of all parents. Parent feedback indicated a need to continue regular parent meetings, school events, and improve communication through email and text.	We will regularly schedule periodic parent meetings, school events, and improve home to school communication, prioritizing our English learners. School events include Back-to-School Night, a Christmas Program, Spring Extravaganza, Science Fair and Art Show, and Open House. In our experience, parents of English learners are more likely to participate in welcoming events designed to celebrate their children as part of the larger school community. Parent meetings will include parent resources, school information, and interpreters. All meetings and events will be published in the monthly school calendar and posted on the website. Reminders will be sent home via paper note and by text or email via Parent Square, which also includes a translation feature allowing parents and teachers to communicate without a translator. Information	We will monitor the percentage of parents of English learners who attend meetings and school events, as well as all students. We will also seek feedback from English learner parents regarding meetings and school events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	See also: Engaging Educational Partners and Metrics sections. Scope: LEA-wide	regarding grades and attendance is available to parents/guardians through our student information system, Aeries. We expect that by increasing the number of opportunities parents/guardians of English learners have to engage with the Pacific Union, the number of parents of English learners that become involved and engaged by attending meetings and events will increase, too. However, these actions will be provided on an LEA-wide basis because all students will benefit from the increased opportunities for parents/guardians to become more engaged in their education.	
2.5	Action: Social-Emotional Learning Need: According to the Dashboard, 18.1% of low-income students were chronically absent, compared to 11.8% of English learners and 17.1% of all students. According to local survey data, 92% of all students and low income students 6th-8th grade, and 95% of English learners in 6th-8th grade have a positive growth mindset. However, 77% of all students and English learners and 78% of low income students in 3rd-5th grade have a positive growth mindset. Teacher feedback indicated a need for interactive SEL assemblies and activities to increase student retention of SEL competencies.	We will implement research-backed SEL interventions, activities, assemblies, and resources in weekly lessons, prioritizing English learners and low-income students. In our experience, these lessons will increase services for the Whole Student by providing social-emotional awareness, behavior skills, and social skills; improving students' ability to feel connected to the school community, create consistent learning and behavior routines, develop trusting relationships, and develop a positive growth mindset, which cultivates a culture where students are empowered to embrace challenges, persevere through setbacks, and recognize the intrinsic value of regular attendance in achieving academic success. We expect that the additional attention and focus on meeting the social-emotional needs of English learners and low-income students through the services provided in this action will improve attendance, and increase school connectedness and growth mindset. However, this action will be provided on an LEA-wide basis because all	We will monitor chronic absenteeism, growth mindset, and school connectedness for our English learners and low-income students, as well as all students. We will also seek feedback from parents, teachers, and students about the implementation of SEL interventions, activities, assemblies, and resources.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students will benefit from the increased SEL interventions, activities, assemblies, and resources.	
2.6	Action: Music Program, Sports, and Clubs Need: According to the Dashboard, 18.1% of low-income students were chronically absent, compared to 11.8% of English learners and 17.1% of all students. A needs assessment revealed that low-income students often lack the resources to participate in music activities outside of school. Parent and student feedback indicated a desire for more opportunities to participate in sports and clubs. Student feedback indicated that extra co-curricular activities with their friends makes them want to come to school. See also: Engaging Educational Partners and Metrics sections. Scope: LEA-wide	We will provide additional TK-8 school activities such as music, sports, and clubs, that allow more opportunities for low-income students to become engaged in school. In our experience, high-interest enrichment activities have a positive effect on low income students' participation in school. We have seen that increased participation at school through enrichment helps students further explore their interests, become part of a team, express themselves creatively, and learn sportsmanship which will encourage students to attend school regularly and increase school connectedness. Additionally, we will continue to staff a credentialed music teacher who provides weekly music lessons to each TK-8 grade classroom, as well as extracurricular band instruction for students in grades 5-8, providing increased opportunities for low-income students to be exposed to the music arts. After school sports, such as basketball, volleyball, cross country, and track will be offered to students, along with before and after school clubs such as Garden Club. We expect that the increased sports and clubs will provide low-income students with increased opportunities to participate, be engaged, become more connected with school, and attend school regularly. However, this action will be provided on an LEA-wide basis because all students who are chronically absent will benefit from the increased opportunities to become more engaged through school activities, such as music, sports, and clubs.	We will monitor chronic absenteeism and school connectedness for low-income students, as well as all students. We will also seek feedback from parents, teachers, and students about TK-8 school activities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	Action: Incentives for Positive Academics, Behavior, and Attendance Need: According to the Dashboard, 18.1% of low-income students were chronically absent, compared to 11.8% of English learners and 17.1% of all students. In our experience, providing incentives as part of a comprehensive positive behavior program, encourages school attendance for our low income students. Scope: LEA-wide	We will continue to implement increased incentives and awards to celebrate and affirm positive/improved behavior, academics, and attendance, prioritizing low-income students. As other actions within this plan address the root causes of chronic absenteeism, this action reinforces the desired outcome which is positive social and behavioral student interactions, regular attendance, and increased engagement in the classroom academically and socially. In our experience, incentives can serve as a motivating factor for low-income students who might otherwise feel disconnected or discouraged due to socioeconomic challenges. We have found that when students have something tangible to work towards, they are more likely to attend school regularly and engage in learning. We expect that as more low-income students receive positive reinforcement for improved academics, behavior, and attendance, it will encourage the students to attend school more regularly and reduce chronic absenteeism. However, this action will be provided on an LEA-wide basis because all students who are chronically absent will benefit from the increased rewards and awards to celebrate and affirm positive/improved behavior, academics, and attendance.	We will monitor chronic absenteeism rates for low-income students, as well as all students. We will also seek feedback from parents, teachers, and students about rewards and awards.
3.1	Action: Common Core Supplemental Materials Need: According to the metrics above 100% of English learners, 100% of low-income, and 100% of foster youth have access to a Broad	We will continue to increase the number and variety of supplemental hands-on materials, including materials for STEAM, in order to improve access to state standards and a broad course of study for English learners, low-income students, and foster youth.	We will monitor local indicator data for implementation of standards, including ELD standards and Broad Course of Study for English learners, low-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Course of Study. Additionally 100% of English learners and 100% of all students have Access to Standards Aligned Materials. The district wants to continue to provide this for the identified students. In our experience, hands-on supplemental materials play a crucial role in helping English learners, low-income, and foster youth access standards-aligned curriculum by providing tangible, interactive, and multisensory experiences that complement traditional instruction. According to feedback from parents there is a need to increase the number of hands-on and supplemental materials for Science, Technology, Art, and Math (STEAM). Scope: LEA-wide	Materials will include increased hands-on and creative activities in the classroom which will provide improved access to state standards and a broad course of study. They will provide students with guided experiments, use of manipulatives to simulate various sensory experiences to connect deeper learning and discover, and intentional academic problem solving. We expect that the increased number of supplemental materials will improve access to state standards and a broad course of study for English learners, low-income students, and foster youth. However, this action will be provided on an LEA-wide basis because all students will benefit from the increased supplemental materials.	income students, and foster youth, as well as all students. We will also seek feedback from parents, teachers, and students about supplemental materials.
3.3	Action: Technology Need: A needs assessment revealed that English learners, low-income, and foster youth often lack access to technology at home, putting them at a disadvantage when it comes to learning skills needed to succeed. Feedback from parents indicated a need to improve and maintain technology in the classroom setting. Scope:	We will improve and maintain technology services and purchase classroom and library technology for English learners, low-income students, and foster youth. Technology will include replacement chromebooks, additional Chromebooks, headphones, and educational website licenses to increase access to technology and create a 21st-century learning environment where English learners, low-income students, and foster youth can utilize the technology to obtain 21st-century skills and access a broad course of study at home and at school. We expect that the increase in technology will increase the implementation of standards, including English Language Development, as well as increase the variety of access to standards	We will monitor local indicator data for implementation of standards, including ELD standards for English learners, low-income students, and foster youth, as well as all students. We will also seek feedback from parents, teachers, and students about technology.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	aligned materials. While the action is designed to meet the needs of our low-income, English learners, and foster youth, we believe that all students will benefit, so the action will be provided to all students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	Action: Professional Development - To Support English Learners and LTELs Need: According to CAASPP and CAST assessments, English learner students have significantly lower scores than all students. CAASPP ELA data revealed that 29.41% of LTELs met or exceeded standard compared to 22.22% of English learners and 37.44% of all students. CAASPP Math data revealed that 29.41% of LTELs met or exceeded standard compared to 26.32% of English learners, and 38.99% of all students. A needs assessment conducted through our work with DA revealed that teachers would benefit from professional development in the area of English language development to increase monitoring and provide specialized	Pacific Union will continue professional development in order to increase monitoring and provide specialized instructional support for English learners and LTELs. The professional development will provide teachers with an overview of language acquisition theory, the stages of language development, the difference between social and academic language proficiency, monitoring strategies, and the factors that influence language acquisition in ELs and LTELs. Through coaching, lesson observations, lesson planning, and professional development sessions teachers will strengthen their knowledge of strategies to skillfully support the specific needs, including listening, speaking, reading, and writing, as well as the development of vocabulary, grammar, and language fluency, of our English learner and LTEL students to increase English language acquisition.	We will monitor progress on CAASPP ELA, CAASPP Math, and CAST for our English learner and LTEL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support to English learners, At-Risk LTELs, and LTELs. Scope: Limited to Unduplicated Student Group(s)		
1.7	Action: Additional ELD Supports and Activities Need: According to Dashboard data 27.5 of English learners are making progress toward English language proficiency. There is a need for English learner students to improve ELPAC scores. According to Dataquest 9.4% (15) of our English learners are LTELs. There is a need for English learner students to meet reclassification criteria to reduce the number of LTELs. A needs assessment through our work with DA revealed that additional ELD instruction is needed for English learners and LTELs who are struggling to make progress in their language development. An increased focus is needed for At-Risk LTELs in grades 4th-6th. Scope: Limited to Unduplicated Student Group(s)	We will provide English learners with additional English language development (ELD) lessons and support with teachers and aides. The increased ELD activities and support will take place in a small group or one-on-one in the classroom or through pull-out. The teachers and aides will use designated language acquisition strategies, targeted support, and provide additional opportunities for English learners and LTELs to work on listening and speaking skills. 4th-6th grade teachers and aides will provide additional small group ELD for At-Risk LTELs. We expect that the additional ELD will increase the number of students making progress toward English language proficiency, increase the number of students meeting reclassification criteria, and decrease the number LTELs.	We will monitor progress of English learners and LTELs making progress toward English language proficiency on the Dashboard and the reclassification rate on Dataquest.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Pacific Union Elementary School District is a single school district with an enrollment of unduplicated students (low-income, foster youth, and/or English learner students) that is greater than 55%. Pacific Union will continue to employ the additional 2 paraprofessionals (Goal 1.2 and 1.7). The increased staff will continue to provide increased one-on-one and small group academic support and English language development in order to improve student academic and English language proficiency outcomes among students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,770,713	1,594,021	42.274%	3.686%	45.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,112,456.00	\$308,652.00	\$0.00	\$0.00	\$5,421,108.00	\$1,964,824.00	\$3,456,284.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Learning Director	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$130,184.00	\$0.00	\$130,184.00				\$130,184.00	0
1	1.2	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$507,111.00	\$0.00	\$507,111.00				\$507,111.00	0
1	1.3	Off-campus Field Trips	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	0
1	1.4	Professional Development - Reading, Writing, Math, and Science	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$0.00	\$60,500.00	\$60,500.00				\$60,500.00	0
1	1.5	Professional Development - To Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$0.00	\$38,000.00	\$5,000.00	\$33,000.00			\$38,000.00	0
1	1.6	Data Meetings	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$55,416.00	\$0.00	\$55,416.00				\$55,416.00	0
1	1.7	Additional ELD Supports and Activities	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$60,000.00	\$65,652.00	\$60,000.00	\$65,652.00			\$125,652.00	0
1	1.8	Expanded Learning After School Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$43,256.00	\$208,809.00	\$92,065.00	\$160,000.00			\$252,065.00	0
2	2.1	Physical Fitness and Health	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0.00	\$178,755.00	\$178,755.00				\$178,755.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Basic Services	All	No			All Schools	3 years	\$1,000,000.00	\$2,402,143.00	\$3,402,143.00				\$3,402,143.00	0
2	2.3	Psychological Services and Behavior Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0.00	\$126,225.00	\$126,225.00				\$126,225.00	0
2	2.4	School Events, Parent Meetings, and Aeries SIS	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	0
2	2.5	Social-Emotional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$0.00	\$9,500.00	\$9,500.00				\$9,500.00	0
2	2.6	Music Program, Sports, and Clubs	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$103,857.00	\$126,143.00	\$230,000.00				\$230,000.00	0
2	2.7	Incentives for Positive Academics, Behavior, and Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	0
2	2.8	Students with Disabilities	Students with Disabilities	No			All Schools	3 years	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	0
3	3.1	Common Core Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$47,830.00	\$47,830.00				\$47,830.00	0
3	3.2	State Adopted Common Core Curriulum	All	No			All Schools	3 years	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	0
3	3.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$57,727.00	\$57,727.00				\$57,727.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,770,713	1,594,021	42.274%	3.686%	45.960%	\$1,710,313.00	0.000%	45.358 %	Total:	\$1,710,313.00
								LEA-wide Total:	\$1,645,313.00
								Limited Total:	\$65,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Learning Director	Yes	LEA-wide	Low Income	All Schools	\$130,184.00	0
1	1.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$507,111.00	0
1	1.3	Off-campus Field Trips	Yes	LEA-wide	English Learners Low Income	All Schools	\$65,000.00	0
1	1.4	Professional Development - Reading, Writing, Math, and Science	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,500.00	0
1	1.5	Professional Development - To Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	0
1	1.6	Data Meetings	Yes	LEA-wide	English Learners Low Income	All Schools	\$55,416.00	0
1	1.7	Additional ELD Supports and Activities	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$60,000.00	0
1	1.8	Expanded Learning After School Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$92,065.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Physical Fitness and Health	Yes	LEA-wide	Low Income	All Schools	\$178,755.00	0
2	2.3	Psychological Services and Behavior Intervention	Yes	LEA-wide	Low Income	All Schools	\$126,225.00	0
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	LEA-wide	English Learners	All Schools	\$40,000.00	0
2	2.5	Social-Emotional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$9,500.00	0
2	2.6	Music Program, Sports, and Clubs	Yes	LEA-wide	Low Income	All Schools	\$230,000.00	0
2	2.7	Incentives for Positive Academics, Behavior, and Attendance	Yes	LEA-wide	Low Income	All Schools	\$45,000.00	0
3	3.1	Common Core Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,830.00	0
3	3.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,727.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,440,160.00	\$5,331,709.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Learning Director	Yes	\$125603	130,084
1	1.2	Instructional Aides	Yes	\$495,478.00	554,218
1	1.3	Off-campus Field Trips	Yes	\$40,000.00	50,010
1	1.4	Professional Development - Reading, Writing, Math, and Science	Yes	\$50,000.00	50,200
1	1.5	Professional Development - To Support English Learners and LTELs	Yes	\$38,000.00	38,000
1	1.6	Data Meetings	Yes	\$40,535.00	40,535
1	1.7	Additional ELD Supports and Activities	Yes	\$83,260.00	95,475
1	1.8	Expanded Learning After School Program	Yes	\$163,109.00	172151
2	2.1	Physical Fitness and Health	Yes	\$390,535.00	189039
2	2.2	Basic Services	No	\$3,402,143.00	3,402,143
2	2.3	Psychological Services and Behavior Intervention	Yes	\$126,225.00	126,225

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	\$20,000.00	17,674
2	2.5	Social-Emotional Learning	Yes	\$7,000.00	7,000
2	2.6	Music Program, Sports, and Clubs	Yes	\$200,000.00	200,000
2	2.7	Incentives for Positive Academics, Behavior, and Attendance	Yes	\$30,000.00	30,000
2	2.8	Students with Disabilities	No	\$10,000.00	10,000
3	3.1	Common Core Supplemental Materials	Yes	\$41,272.00	41,955
3	3.2	State Adopted Common Core Curriulum	No	\$120,000.00	120,000
3	3.3	Technology	Yes	\$57,000.00	57,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,522,856	\$1,712,698.00	\$1,606,643.00	\$106,055.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Learning Director	Yes	\$125,603.00	130,084	0	0
1	1.2	Instructional Aides	Yes	\$495,478.00	554,218	0	0
1	1.3	Off-campus Field Trips	Yes	\$40,000.00	50,010	0	0
1	1.4	Professional Development - Reading, Writing, Math, and Science	Yes	\$50,000.00	50,200	0	0
1	1.5	Professional Development - To Support English Learners and LTELs	Yes	\$5,000.00	5,000	0	0
1	1.6	Data Meetings	Yes	\$40,535.00	40,535	0	0
1	1.7	Additional ELD Supports and Activities	Yes	\$20,941.00	35,552	0	0
1	1.8	Expanded Learning After School Program	Yes	\$63,109.00	72,151	0	0
2	2.1	Physical Fitness and Health	Yes	\$390,535.00	189,039	0	0
2	2.3	Psychological Services and Behavior Intervention	Yes	\$126,225.00	126,225	0	0
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	\$20,000.00	17,674	0	0
2	2.5	Social-Emotional Learning	Yes	\$7,000.00	7,000	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Music Program, Sports, and Clubs	Yes	\$200,000.00	200,000	0	0
2	2.7	Incentives for Positive Academics, Behavior, and Attendance	Yes	\$30,000.00	30,000	0	0
3	3.1	Common Core Supplemental Materials	Yes	\$41,272.00	41,955	0	0
3	3.3	Technology	Yes	\$57,000.00	57,000	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,677,454	1,522,856	5.964%	47.375%	\$1,606,643.00	0.000%	43.689%	\$135,536.36	3.686%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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